



School Quality Review Report

North Wayne Elementary School

M S D Wayne Township

April 3-4, 2018

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I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state’s accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education’s “Eight Turnaround Principles” (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

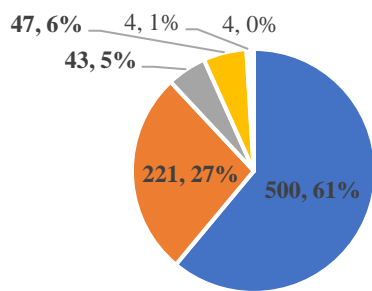
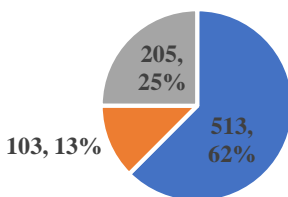
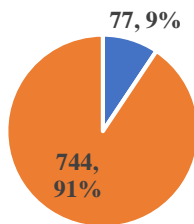
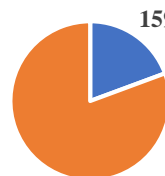
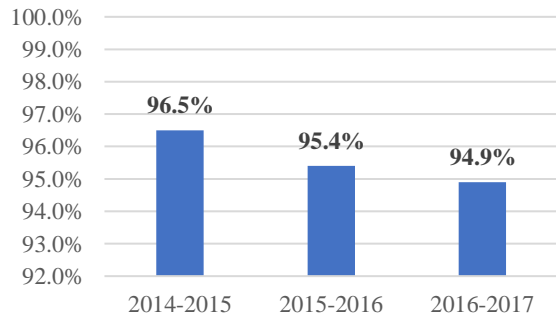
II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify North Wayne Elementary School’s strengths and areas for improvement organized around the [United States Department of Education’s Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, parents, and community members (2) observed a professional learning community meeting with teachers and administrators, (3) observed instruction in 39 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed a district survey, with 28 of 61 teachers participating. Parents and family members were also invited to complete a survey; 45 completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

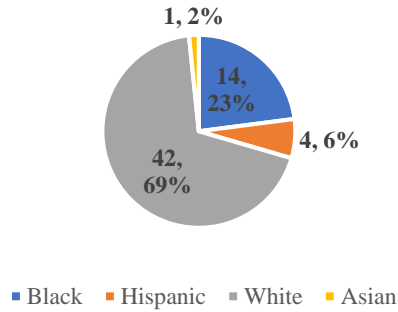
III. Data Snapshot for North Wayne Elementary School

School Report Card							
2015-2016 Report Card	Point s	Weight	Weighted Points	2016-2017 Report Card	Point s	Weight	Weighted Points
Performance Domain Grades 3-8	34.75	0.5	17.38	Performance Domain Grades 3-8	35.90	0.5	17.95
Growth Domain Grades 4-8	70.70	0.5	35.35	Growth Domain Grades 4-8	79.00	0.5	39.50
Overall Points			52.8	Overall Points			57.5
Overall Grade			F	Overall Grade			F
Enrollment 2017-2018: 821 students							
Enrollment 2017-2018 by Ethnicity				Enrollment 2017-2018 by Free/Reduced Price Meals			
				 <div>■ Free Meals ■ Reduced Price Meals ■ Paid Meals</div>			
Enrollment 2017-2018 by Special Education				Enrollment 2017-2018 by English Language Learners			
 <div>■ Special Education ■ General Education</div>				 <div>■ English Language Learner ■ Non-English Language Learner</div>			
Attendance							
Attendance by Grade				Attendance Rate Trend			
Grade	'14-'15	'15-'16	'16-'17				
K	97.5%	94.1%	93.2%				
1	95.2%	94.6%	94.6%				
2	95.9%	95.2%	94.8%				
3	96.7%	95.6%	95.0%				
4	96.5%	96.0%	95.3%				
5	96.9%	96.2%	95.9%				
6	96.7%	96.4%	95.6%				

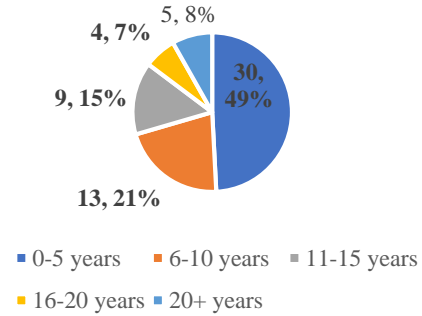
School Personnel

Teacher Count 2015-2016: 61

Teacher Count 2015-2016 by Ethnicity

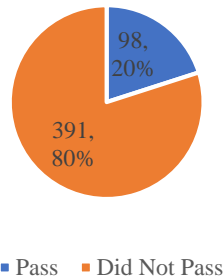


Teacher Count 2015-2016 by Years of Experience

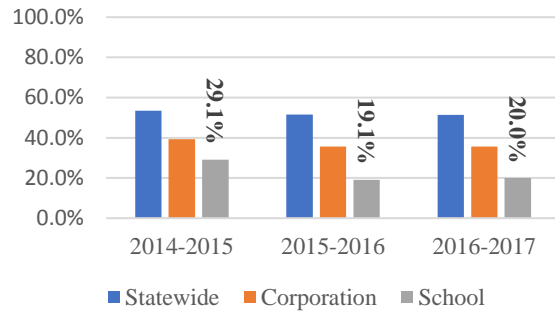


Student Academic Performance

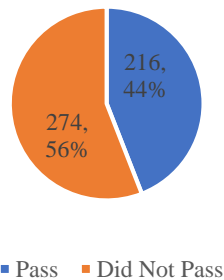
*ISTEP+ 2016-2017
Both English/Language Arts and Math*



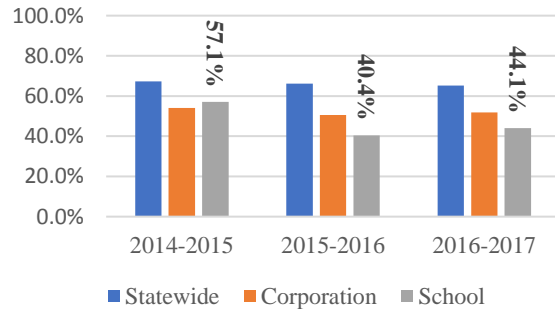
*ISTEP+ Percent Passing Trend
Both English/Language Arts and Math*



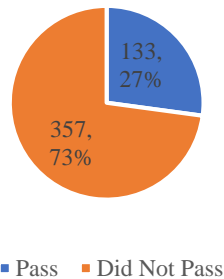
ISTEP+ 2016-2017: English/Language Arts



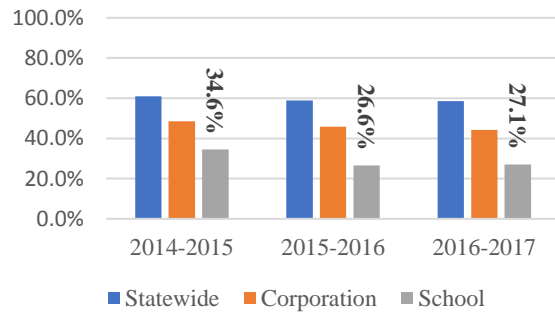
ISTEP+ Percent Passing Trend: English/Language Arts

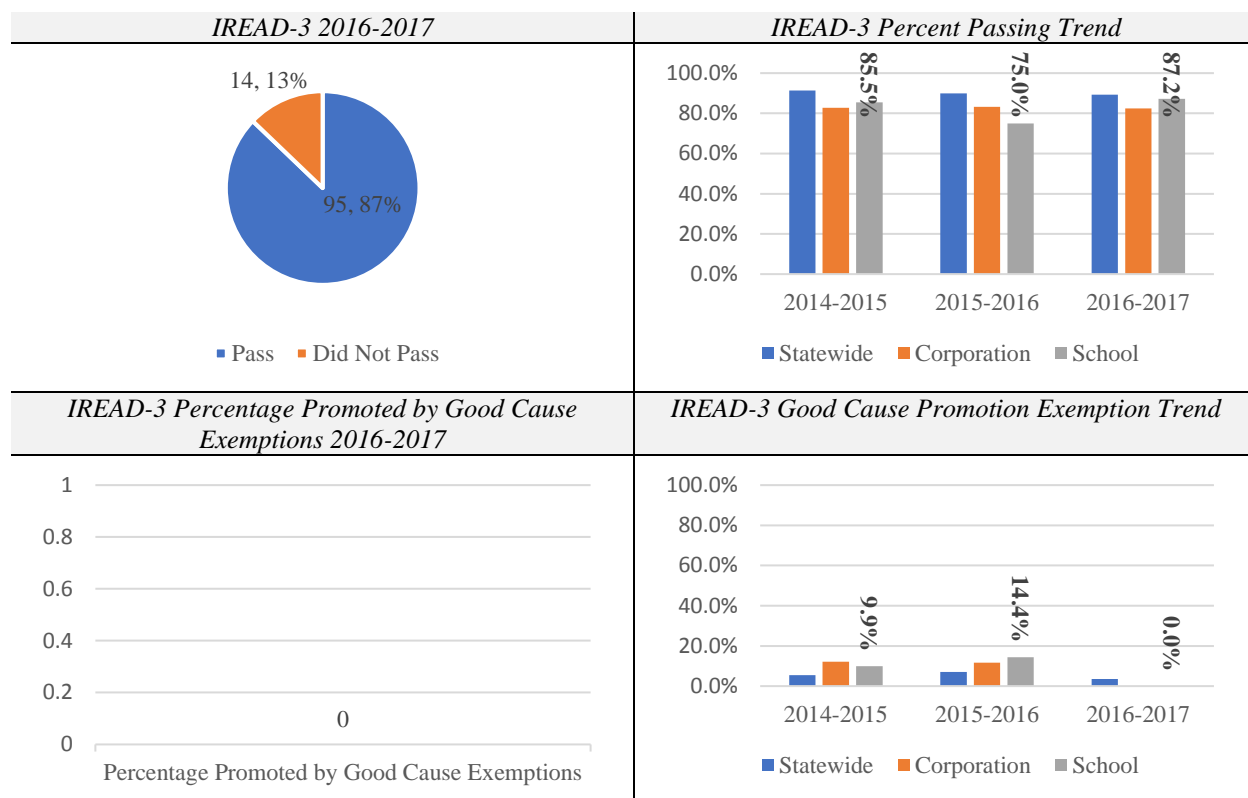


ISTEP+ 2016-2017: Math



ISTEP+ Percent Passing Trend: Math





IV. Evidence and Rating for School Turnaround Principle #2: Climate and Culture

Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

School Turnaround Principle #2: Climate and Culture			
Evidence Sources			
Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Group, District Focus Group, Professional Learning Community Observations			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> A clear, leveled system of discipline is implemented; additionally, the data from the discipline system is tracked and analyzed by building administration. 			<ul style="list-style-type: none"> 2.1
<ul style="list-style-type: none"> Student discipline is acknowledged as a building-wide team effort, as is evident through the leveled system in which each teacher takes responsibility for parent communication. 			<ul style="list-style-type: none"> 2.1
<ul style="list-style-type: none"> Professional development is offered in order for teachers to grow professionally in how they maintain a culture that values the culturally-responsive academic and personal growth of students. 			<ul style="list-style-type: none"> 2.2

Areas for Improvement	Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Professional development in order for staff to grow classroom management and instructional practices is offered; however, observations and focus group conversations indicate a lack of transfer into practice. 	<ul style="list-style-type: none"> 2.2
<ul style="list-style-type: none"> High expectations for academics and behavior are present in less than half of classroom observations. 	<ul style="list-style-type: none"> 2.3

V. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

School Turnaround Principle #3: Effective Instruction			
Evidence Sources			
Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Utilizing a lesson design as provided through Dr. Madeline Hunter's philosophy of learning principles is a non-negotiable for teachers in the building. 			<ul style="list-style-type: none"> 3.4
<ul style="list-style-type: none"> Teachers have the availability to utilize Jennifer Serravallo's Writing Strategies and Reading Strategies book in order to plan lessons that intentionally address student learning needs. 			<ul style="list-style-type: none"> 3.2
<ul style="list-style-type: none"> Teachers are provided a targeted set of time each nine weeks in order to discuss data as presented through Mastery Connect, DIBELS, Fountas & Pinnell, and common unit assessments. 			<ul style="list-style-type: none"> 3.5
Areas for Improvement			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Student learning objectives were visible; however, often lacked measurability creating disconnect between the alignment from the lesson to standards-based instruction and progression. 			<ul style="list-style-type: none"> 3.1
<ul style="list-style-type: none"> In more than half of classroom observations, teachers were not checking for understanding in order to adjust instruction and deploy multiple rigorous and relevant instructional strategies to engage student learners. 			<ul style="list-style-type: none"> 3.2, 3.3
<ul style="list-style-type: none"> Data is collected throughout the building; however, a system for analyzing the multiple forms of data in a user-friendly format to inform instruction has not been developed. 			<ul style="list-style-type: none"> 3.5

VI. Evidence and Rating for School Turnaround Principle #4: Assessment, Curriculum, and Intervention Systems

School Turnaround Principle #4: Assessment, Curriculum, and Intervention Systems			
Evidence Sources			
Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> The district has organized mapped units of study in conjunction with teacher leaders, in order to ensure an opportunity for standards-based instruction is provided to students. 			<ul style="list-style-type: none"> 4.1
<ul style="list-style-type: none"> Administration has secured materials and resources in order for teachers to instruct within the units of study, keeping vertical alignment of instructional materials at the forefront of decision-making. 			<ul style="list-style-type: none"> 4.4
<ul style="list-style-type: none"> Within the master schedule, there is a daily block of time for students in grades three through six to engage in grade level enrichment and remediation with certified teachers in a flexible group setting. 			<ul style="list-style-type: none"> 4.5
Areas for Improvement			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Assessments provided through units of study are not rigorous enough to provide clear guidance on student mastery; additionally, unit lessons are not consistently monitored for vertical articulation to ensure grade level content builds in a scaffolding manner. (4.1) 			<ul style="list-style-type: none"> 4.1
<ul style="list-style-type: none"> Regular informal observations by administrators occur; however, a system for aggregating classroom observation data tied to academic expectations for teachers, in order to inform job-embedded professional development is not evident. (4.2) 			<ul style="list-style-type: none"> 4.2
<ul style="list-style-type: none"> Professional Learning Communities are in a developmental stage; therefore lack a structured protocol that ensures (1) analysis of student data, (2) discussions of instructional strategies and design, and (3) planning for action based on measurable results. 			<ul style="list-style-type: none"> 4.1, 4.2, 4.3, 4.4, 4.5

VII. Recommendations

Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at North Wayne Elementary School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

Recommendation 1
Continue to cultivate the development of Professional Learning Communities which embed the essential elements of collaboration that (1) prioritize analysis of student data, (2) discuss current instructional strategies and design, and (3) plan for action based on measurable results. Within the Professional Learning Community model, provide timely and relevant professional development opportunities tied to instructional and observational data in order to build capacity throughout each collaborative team.
Aligned Turnaround Principle(s)
1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.2, 2.3, 3.2, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.3, 5.5, 6.1, 6.2, 6.3, 7.3,
Rationale
<p>Professional Learning Communities (PLCs) are in the initial implementation phase at North Wayne Elementary School. As such, the Technical Assistance Team was able to observe one PLC which incorporated grades three through six. During this particular PLC observation, teachers were observed lesson planning with one another in grade level teams. One grade level team in particular utilized the research of Jennifer Serravallo in order to plan intentional instructional design based on student needs. Another grade level team discussed plans for upcoming events over discussing instructional design and/or student data to inform action steps. Yet another grade level spoke about the next unit of study and discussed particular resources to utilize as activities for students to learn about each standard within the unit. Although building leadership shared a template for PLCs, which refers to the research of Richard DuFour for a PLC structure, not all grade levels within the three through six band were observed intentionally utilizing the PLC template in order to drive collaboration.</p> <p>This qualitative observation data from the Technical Assistance Team coincides with conversations about PLCs with the teacher focus group. The teachers in the focus group did indicate that PLCs are in the initial phase of development; however, only referred to this dedicated block of time as planning time with grade level colleagues. Teachers also demonstrate that templates for PLCs differ from grade level to grade level with one teacher in particular stating, "I would be interested to find out what other grade levels use as a template and how their PLC operates." As the conversation continued, a similar statement followed explaining, "PLCs are new this year; therefore they look different from grade to grade."</p>

The lack of a concrete understanding of Professional Learning Communities from teachers is also present in teacher survey data. According to the district survey data, 71% of teachers agree or strongly agree with the statements, “Teachers utilize professional networks to obtain information and resources for classroom instruction,” and, “Teachers have opportunities for dialogue and planning across grades and subjects.”

Without a consistent understanding of Professional Learning Communities among all staff members, the true intent of PLCs with the essential elements embedded into collaboration are not present. Research over PLCs documents the social, technical, and organizational conditions that enable them to grow and flourish in schools citing key conditions of (1) norms of collaboration, (2) a focus on students and their academic performance, (3) access to a wide range of learning resources for individuals and the group, and (4) mutual accountability for student growth and success.¹ As such, creating these conditions is at the core of effective Professional Learning Community implementation.

As North Wayne Elementary School is in the initial implementation phase, it is imperative to remember that changing professional culture is a developmental process. System designs for PLC development need to support gradual change in teacher practices, addressing different readiness stages in order to effectively sustain system-wide changes. Richard DuFour’s research states it best with the sentiment, “The very reason that teachers work together in teams and engage in collective inquiry is to serve as a catalyst for action. The educators in a PLC recognize that until they ‘do differently,’ there is little reason to expect improved results.”²

¹ Bransford, Brown, and Cocking (1999). In the NRC report’s language, effective learning environments are community-centered, content-centered, learner-centered, and assessment-centered.

² DuFour, DuFour, Eaker, Karhanek (2004) *Whatever it Takes: How Professional Learning Communities Respond When Kids Don’t Learn*. Bloomington, Indiana: National Educational Service

Recommendation 2
Engage in the refinement and further development of units of study and unit assessments guaranteeing (1) vertical alignment from kindergarten through sixth grade, (2) rigorous opportunities of learning for all students, (3) lesson design that embeds all elements of the adopted district academic initiative, and (4) spiraling of concepts in order to ensure transfer to student learning. Throughout the refinement process, develop an informal observation system which allows administrators to inspect the prioritized aspects of the lesson design in an aggregated and disaggregated manner in order to provide timely, individualized job-embedded professional learning for teacher growth and development.
Aligned Turnaround Principle(s)
1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.2, 5.3, 5.5, 6.3, 7.3
Rationale
<p>By collaboratively engaging in the refinement of units of study, teachers can gain information about ongoing work throughout the building, identify curricular gaps, find repetitions, target potential areas for integration, match assessments with standards, and review for timeliness. Although reviewing and revising curriculum maps with teachers in similar academic bands is highly beneficial, the most revealing work occurs when educators read the maps of teachers several grades away or in departments with which they rarely have contact. This type of collaboration brings to the forefront of conversations gaps and repetitions of learning that create a lack of coherence for students in a guaranteed and viable curriculum.³ These unintended gaps and repetitions create disconnect between the intended curriculum and the taught curriculum. Through Marzano’s research, providing an opportunity to learn has proven to be the strongest relationship impacting student achievement. Without intentional, collaborative occasions to discuss grade level progression as it relates to rigorous student opportunities of learning, holes in the continuum of grade-level content can occur, even when highly structured textbooks and/or units of study are used as the basis for a curriculum.⁴</p> <p>Aligned with collaboratively refining what is taught utilizing a grade-level progression mindset, inspecting how the units of study are taught is equally important. By creating a system for informal observations that includes the collection of data based on prioritized lesson plan design elements, building leaders are able to provide timely and relevant supports for teachers directly impacting student academic growth. Organizations depend on the measurement and analysis of performance. The collection of classroom observation data connects the actions we take to the results we want and/or get. Moreover, a system for informal observations allows the effectiveness of professional development and lesson design to be observed in the fidelity of implementation of continuous improvement principles and practices through the facilitation of learning in the delivery of curriculum, instruction, and assessment.⁵</p>

³ Jacobs, Heidi Hayes. *Mapping the Big Picture: Integrating Curriculum & Assessment, K-12*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1997.

⁴ Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, Va: Association for Supervision and Curriculum Development.

⁵ Shipley, Jim (2015). *A Leader’s Guide to Systems Improvement*. Florida: Jim Shipley and Associates Integrated Systems Solutions.

Evidence from the school quality review indicates that teachers utilize district-driven units of study in order to inform weekly lesson plan design. Although there is time set aside for lesson plan design through Professional Learning Communities (PLC), this collaboration focuses on grade level bands of Kindergarten through Second grade, and separately, Third through Sixth grade. Even as Professional Learning Communities plan near one another in proximity, an intentional collaboration to ensure grade level progression was not observed during a PLC meeting nor evidenced as a common practice. Additionally, teachers indicate that with the turnover rate, few have taught with the same teacher consistently, creating a lack of deep understanding for grade level standards and rigorous instruction. One teacher comment states, “With turnover of teachers, there are gaps from year to year, which creates inconsistency of how we design lessons collaboratively.” Further, teacher survey data demonstrates that only 71% of teachers agree or strongly agree with the statement, “Teachers are generally aware of what other teachers are teaching.”

Corroborating this qualitative data with aggregated classroom observation data, in only 24% of classroom observation were, “Students able to articulate the lesson objective and its purpose.” This observation is coupled with the finding that in 72% of classroom observations were, “Academic supports posted and aligned to standards.” These academic supports include objectives, which the Technical Assistance Team audited in order to conclude that most do not meet the specificity of being measurable in order to assess student learning. This objective audit connects with aggregated data demonstrating that in 34% of classroom observations, “The teacher consistently checks for student understanding and adjusts the lesson as needed.” With the absence of these essential elements of lesson design in more than half of classroom observations, students are experiencing varying opportunities for learning throughout the building.

Additionally, school quality review evidence indicates a need to review unit assessments collaboratively with teachers as an entire unit in order to discuss alignment and rigor. The teacher focus group indicated that unit pre- and post- assessments do not prove to align to summative assessments that measure student proficiency and growth, such as the ISTEP assessment. Teachers state that student mastery on unit assessments typically holds steady between 80% to 90% mastery. However, this percentage does not correlate when analyzing other forms of assessment data. When diving into the unit assessment questions, teachers note a lack of a higher depth of knowledge, indicating the transfer to practice as inexperienced teachers utilize a lower level of knowledge for instruction. When asked for a lever of improvement from the building leadership team, it was stated, “Placing a lens on Depth of Knowledge and how it is embedded in our standards and units would be a key to improvement.” Diving into the connection to observed practice, only 26% of classroom observations indicated that, “Teachers [are] regularly asking higher level questions.” Additionally, in 29% of classroom observations was, “A rigorous Depth of Knowledge evident.”

Revising units of study with adjoining assessments as a staff practice, along with creating a system to observe the transfer of lesson design with a narrow scope, will aid in the expectation of a rigorous opportunity of learning for all students.

Recommendation 3
Research and establish a consistent system for data analysis that focuses on the (1) triangulation of multiple data forms, (2) allows for building level, classroom level, and individual student level data analysis, and (3) aims at identifying the root cause analysis in order to engage in action planning that addresses the identified true concerns over addressing symptoms. Engage in the initial implementation, active application, and sustained use of the system for data analysis in order to ensure effective utilization for individual student growth and achievement.
Aligned Turnaround Principle(s)
1.1, 1.4, 1.5, 1.6, 1.7, 2.2, 2.3, 3.5, 3.6, 4.3, 4.5, 6.1, 6.2, 6.3
Rationale
<p>North Wayne Elementary School currently collects student achievement data utilizing Mastery Connect, DIBELS, Fountas & Pinnell, and common district unit assessments. Mastery Connect and Fountas & Pinnell are administered as benchmark assessments. Whereas DIBELS is administered for both a benchmark assessment and progress monitoring tool. The common district unit assessments are utilized in a pre- and post- test manner per unit of study. Although these assessment tools were discussed during the School Quality Review, they were often discussed in isolation from one another. As is evident in the teacher focus group, teachers indicate that common unit assessments are analyzed in order to form student groups for Extra Degree (remedial and enrichment block) in grades three through six. Teachers state that Mastery Connect is analyzed during quarterly data meetings, and aids in their understanding of student standard mastery, which also helps inform student grouping for instruction. Teachers also indicate that ISTEP data is utilized in order to make decisions for tutoring; in addition, DIBELS and Fountas & Pinnell were discussed as data points intended to inform small group instruction. With this being stated, it is clear that teachers know the available data sources along with their intent to drive instruction. However, teachers are not able to explain a triangulated system for data analysis in order to inform supports for individual and classroom level student progression.</p> <p>If assessments define the ultimate goals, analysis identifies the strategy and tactics needed to get there. By examining raw assessment data effectively in a triangulated manner, teachers and school leaders can systematically identify students' strengths and weaknesses and determine what specific steps they must take to achieve their goals. In order to achieve these goals, effective data analysis includes examining assessments at the question level, standard level, individual student level, and whole class level in order to gain a deeper understanding of mastery and growth. Such data analysis meetings are integral to changing from a culture focused on what students were taught to a culture focused on what students actually learned. ⁶ Further, a cohesive system of data analysis ensures that teachers understand their students at a deep level in order to inform lesson design for optimal student growth and proficiency. In fact, one of the six signposts towards excellence in education from John Hattie's research states, "Teachers need to be aware of what each and every student in their class is thinking and what they know, be able to construct meaning and meaningful experiences in light of this knowledge of the students, and have proficient knowledge and understanding of their subject</p>

⁶ Bambrick-Santoyo, Paul, Driven by Data: A Practical Guide to Improve Instruction. San Francisco: Jossey-Bass, 2012. Print.

content so that they can provide meaningful and appropriate feedback such that each student moves progressively through the curriculum levels.”⁷

Further, while a few teachers during the focus group could explain ways in which they triangulate data in order to make instructional decisions and set goals, other teachers could not provide information regarding data analysis or goal setting. District leadership during the district conversation recognizes that although there is guidance for data teams, there hasn’t been intentional training during the 2017-2018 school year in order for North Wayne Elementary school to implement a consistent system for data analysis; thus, creating pockets of teachers effective at data analysis with most teachers not yet developed in this area of school improvement. As this translates into the teacher survey, 59% of teachers agree or strongly agree with the statement, “Teaching performance reflects the mission of the school.” As the mission of the school revolves around ensuring all students acquire essential skills for development, this survey data point echoes the inconsistency of ensuring students reach their full potential through classroom instruction informed by effective data analysis.

As data analysis transfers to classroom practice, in 68% of classroom observations were, “Lessons and activities goal driven,” with conversations had among the Technical Assistance Team on observing task-oriented classrooms. Moreover, in 33% of classrooms differentiated instruction was observed, with qualitative data indicating more instances of small groups provided the same activity throughout the classroom with no visible scaffolding. As engagement occurs in learning environments in which students are provided rigorous opportunities to learn based on their mastery level as shown through data analysis, in 69% of classroom observations were, “Students actively engaged in the learning activity.”

Implementing a consistent system for data analysis in grades kindergarten through sixth grade allows teachers to ensure instruction is student-centered and focused on individual academic growth and development.

⁷ Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London: Routledge.

VIII. Appendix A: Evidence for Remaining School Turnaround Principles

Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

School Turnaround Principle #1: Effective Leadership	
Evidence Sources	
Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations	
Evidence Summary	
Strengths <ul style="list-style-type: none">• The principal sets high expectations for academics and behavior as evident through focus group conversations, observations, and the unwavering belief that all students can and will have the opportunity to learn at North Wayne Elementary School. (1.4)• The principal ensures that the master schedule supports the socio-emotional and academic needs of all students, as is evident through the addition of Extra Degree (a remedial and enrichment period for students) and a morning period of time dedicated to a social thinking curriculum. (1.8)• The principal maintains effective staffing practices by intentional placement of teachers based on effectiveness in order to build the capacity of each grade level team. Additionally, the principal is an advocate of crucial conversations, communicating high expectations to all staff as a prerequisite to teaching at North Wayne Elementary School. (1.9)	
Areas for Improvement <ul style="list-style-type: none">• A shared mission for the school is not included as a part of decision making as evident through focus group conversations with teachers and the building leadership team. (1.1)• High expectations are evident; however, a system for collecting data tied to effective deployment of rigorous instruction by administration in order to inform classroom level and building level professional learning needs is not yet developed. (1.5, 1.6, 1.7)	

School Turnaround Principle #5: Effective Staffing Practices

Evidence Sources

Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations

Evidence Summary

Strengths

- Teachers are included in the selection process of new hires in order to ensure a good fit exists for grade level cohesiveness, growth, and development. (5.1)
- Teaching assignments for Extra Degree, aimed at providing remedial student instruction, are based on classroom level data in order to match student needs with evidence of instructional effectiveness. (5.4)
- As is evident through the district teacher survey, 85.72% of staff somewhat agree, agree, or strongly agree with the statement, “My principal is continuously committed to providing professional development opportunities to staff members.” (5.3, 5.5)

Areas for Improvement

- Professional development is available at both the district and building level; however, a coherent and consistent system to monitor and support the transfer of the professional learning is not developed in its entirety in order to promote individual teacher growth. (5.3, 5.5)
- With a high turnover rate of teachers, a unified building-level induction, mentorship, and retention program is not evident for all new teachers. (5.3)

School Turnaround Principle #6: Effective Use of Data

Evidence Sources

Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations

Evidence Summary

Strengths

- A dashboard for the collection of student-level, grade level, and building level climate data as it pertains to attendance, tardy, and referrals within the tiered behavior system is developed and utilized at North Wayne Elementary School. (6.1)
- A district climate survey, as adopted through Dr. Steven Gruenert’s research, is administered to staff on an annual basis in order to analyze and action plan based on results. (6.1)
- Teachers value half-day, quarterly meetings dedicated to data analysis with the Instructional Coach as the lead. (6.3)

Areas for Improvement

- As is evident through focus group conversations, teachers are not yet utilizing Mastery Connect to its full potential due to a lack of understanding and guided practice of implementation. (6.2, 6.3)
- During focus group conversations and separate teacher conversations, the inability to describe the system for data analysis was prevalent. (6.1, 6.2, 6.3)
- Teacher focus group interviews indicate that teachers do not recognize an alignment between the tests administered to gauge student mastery of standards and the evidence of actual mastery. (i.e. Mastery Connect, unit assessments, Fountas and Pinnell, and DIBELS) (6.2,6.3)

School Turnaround Principle #7: Effective Use of Time

Evidence Sources

Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations

Evidence Summary

Strengths

- The master schedule includes dedicated blocks of time for grade-level, remedial, enrichment, and intervention instruction, along with a committed time for socio-emotional supports. (7.1)
- A response-to-intervention system is clear and active in order to support student interventions for those two or more years behind in math or English/ language arts. (7.2)
- The master schedule includes a dedicated, weekly collaboration in order for staff to engage in Professional Learning Communities. (7.3)

Areas for Improvement

- Teacher focus group conversations indicate that collaborative planning with co-teachers is not occurring, creating a misalignment between whole group and small group instruction. (7.3)
- Classroom observations indicate the need for vertical articulation across kindergarten through sixth grade in order to ensure a progression of rigor occurs throughout a student's academic career at North Wayne Elementary School. (7.3)

School Turnaround Principle #8: Family and Community Engagement	
Evidence Sources	
Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations	
Evidence Summary	
<p>Strengths</p> <ul style="list-style-type: none"> • The community focus group demonstrates a loyalty to the building, showing an active role in students’ academic and socio-emotional growth stating, “This school plays a huge role in this community. Parents love the school and the way their kids are served here.” (8.2) • As is evident through the parent survey, 89% of parents agree or strongly agree with the statement, “Our school works with parents to build positive relationships and to engage them as partners in their children’s learning.” (8.1) • The parent focus group indicates that an active PTA is present at North Wayne Elementary School. (8.1) <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Parents note during the focus group conversation that better communication on how to support students academically is needed. (i.e. a parent homework club) (8.1) • As is evident through parent survey data, 73% of parents agree or strongly agree with the statement, “Parents are informed if a child is struggling and given suggestions to help them at home.” (8.1) 	